**Unit Planning Guide: Grade 6 Unit 1 (Weeks1-5)**

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| Unit Title: Tackling Text | Pacing (Duration of Unit): 5 Weeks |
| Grade: 6 | Buffer Day(s): 3-5 |

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| **Desired Results** |

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| **Transfer Goals** |
| *Students will be able to independently use their learning to:*  Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes   * Communicate ideas effectively in writing to suit a particular audience and purpose * Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes * Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts * Develop the habit of reading for enjoyment |

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| **Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)** |

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| **Standards (Priority Standards in bold):**  **RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**  **RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, ad elaborated in a text**  RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments  **W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**  W.6.1 Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s) and organize the reasons and evidence clearly.  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from the argument presented.  W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  W.6.10 Write routinely over extended time frames and shorter time frame for a range of discipline-specific tasks, purposes, and audiences  SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics*, *texts*, *and issues*, building on others’ ideas and expressing their own clearly  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules or collegial discussions, set specific goals, and deadlines, and define individual roles s needed.  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  **L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**  L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Ensure that pronouns are in the proper case.  b. Use intensive pronouns.  c. Recognize and correct inappropriate shifts in pronoun number and person.\*  d. Recognize and correct vague pronouns.\*e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*  L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Vary sentences patterns for meaning, reader/listener interest, and style.\*  b. Maintain consistency in style and tone.\* | **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports. |

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| **Meaning (\*Mostly assessed through Performance Tasks/Assessments)** |

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| **Big Ideas:** (Statements and concepts written in teacher friend language which reflects the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)  Texts develop or stories unfold.  Writing is clear and coherent.  Writing follows Standard English conventions. | **Essential Questions:** (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)  How does the structure of the story/ text inform the reader?  What makes writing clear and coherent?  Why is it important to follow the Standard English conventions? |

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| **Acquisition (\*Mostly assessed through traditional summative assessments)** |  |
| **Knowledge:** Key concepts, facts, and terms are recall independently by students.  Character, setting, plot, conflict, resolution  Main idea and details  Text organization  Rules of grammar: capitalization, punctuation, spelling  Figurative, connotative, technical language  Vocabulary | **Skills:** The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)  Identify story/ text structure  Cite evidence  Provide details  Determine main idea or theme  Demonstrate command of Standard English conventions and usage |